

**Schule Schloss Salem**  
**Session 24/25**  
**Academic Integrity Policy**

Our approach

Schule Schloss Salem places great value on integrity, fairness and honesty. We therefore aim for our students to be honest in their academic endeavours and to be proud of their authentic work. We expect students not to think of their intellectual growth and their aims for success in isolation and purely the outcome of individual hard work, but as the outcome of an academic culture everybody contributes to. This is the root of true integrity: a context in which inquiry and breakthroughs as well as dead ends, failure and recovery are all possible, freely discussed and processed together. We understand the pressures brought to bear on individual students by well-meaning families, academic systems and not least their own expectations can be huge. A core principle is to stop breaches of academic integrity, but not to condemn the young person falling into that trap, and instead equip our students with the skills and tools to maintain integrity.

Our policy

This document sets out the school's Academic Integrity Policy. It is not exhaustive and is meant to be used and understood in conjunction with the *IB-Guide Academic Integrity* (IBO, 2019 updated March 2023) setting out types of infringements as well as responsibilities and roles of the school, the teachers, the students and the parents in maintaining academic integrity. In this overview, succinct but comprehensive for practical use, some key elements are touched upon:

- what a breach of academic integrity is;
- how such a breach can be avoided,
- how this endeavour breaks down into roles and responsibilities of students, teachers and parents, and
- what steps the school will take if academic dishonesty is detected.

## What is a breach of academic integrity?

### How is an infringement of academic integrity defined?

Fundamentally, any infringement of academic integrity consists of gaining or trying to gain academic advantage by dishonest or unfair means, by using somebody else's ideas or work (without transparent acknowledgment in case of a research piece), by using any kind of AI resource without proper acknowledgment, or by knowingly assisting another student in doing so. Thus academic dishonesty is a priori unreconcilable with the Salem idea of fairness and equity that has fuelled the ethos of the school since its foundation.

### What constitutes an infringement of academic integrity?

Below are *some* examples of such infringements as they are likely to be undertaken in the academic work in the different systems delivered at our school. Further scenarios are outlined in the IB-Guide Academic Integrity (IBO, 2019).

Recycling – This is when a student submits for assessment a piece of work which has already been submitted in whole or to a substantial degree for assessment in the subject or in another subject or course of study. This means you cannot take your history project, change a few details, and submit it as your social studies project. Nor can you submit work already assessed in a previous year (this includes if a student is repeating a course).

Fabricating of data – You cannot make up results or data. Science laboratory reports, for example, must only contain legitimate data collected in the course of your investigation and/or raw data individually processed by you. This precludes the use of AI instruments in the production or processing of any data. Data that has not been vetted and permitted by your supervisor/teacher cannot be used.

Engaging someone else to do your work – You may not ask (or pay for, or ask your parents to pay for) someone else to do part or all of a piece of work for you. Nor can you do work (with or without payment) for another person. In particular, tutors are not permitted to help with Internal Assignments or any other assessed work. Courses and online tutoring offering help with specific assignments are not permitted. This includes the extensive and/or unreferenced use of AI instruments beyond the scope outline in the IB Academic Integrity guidelines.

Communicating during an examination or test – You may not communicate, by speaking or by any other means, with another student. Nor may you communicate with another student – or with anyone – outside the examination room, through electronic or any other means.

Bringing forbidden material into a test or examination – This includes notes, textbooks, calculators, computers, cameras, mobile phones, electronic dictionaries or similar. It also includes using electronic devices inappropriately to obtain information during an exam/test. This includes material you may have stored on your device or have accessed via the internet or other network.

On some occasions your teacher might stipulate that a test or exam is “open book” (i.e. that notes are permitted) or that calculators may be used; however, unless clearly stated by the teacher, you must assume that nothing other than writing materials are permitted into the test/exam.

Attempting to read other another student’s work during an examination or test.

Writing an examination or test paper, or consulting with another person about the examination or test, outside the confines of the examination room without permission – This also applies to the illegitimate obtaining of test or exam questions before the scheduled test/exam.

Gaining extra time for assignment production by not keeping internal deadlines – Every IB school is required to work to an internal deadline calendar. Students not keeping to internal deadlines gain an unfair advantage, constituting a breach of academic integrity.

Plagiarism – This is the representation of someone else’s work as your own, either by stating the work is your own, by failing to acknowledge it as someone else’s work, or by unacknowledged use of AI. Submitted work is checked for plagiarism using Turnitin. Students must NOT upload to Turnitin unless specifically instructed by their teacher. The degree of help permitted by your teacher is set out in the IB Guide – Academic Integrity (IBO, 2019), in the respective subject guides and the teacher support material by the IB, where the roles of the school, the teacher and the student are outlined. You would be deemed guilty of plagiarism were you to submit work that contained:

- a) phrases, clauses, sentences, paragraphs or longer extracts from published or unpublished work (including from the Internet) without proper acknowledgement of the source by appropriate citation;
- b) someone else's words verbatim (i.e. exactly as written) without quotation marks even if a proper reference is given, especially when complete sentences or passages are taken over; or
- c) someone else’s work (e.g., the work of another student), without appropriate acknowledgment;
- d) passages in whole or part generated by AI instruments without acknowledgment in accordance with IB guidelines.

### How can such a breach of academic integrity be avoided?

Key to a culture of academic integrity is the student’s understanding of the worth of original thought and authentic work, combined with a deep sense of respect for the thoughts and work of others. This starts with the idea that the individual learning that is happening with any assignment, from the smallest homework at a much younger age to the Extended Essay, is more important than attaining the perfect score.

This in turn goes with learning skills (such as our school ‘Method Catalogue’, or study skills sessions in the upper years) from charting ideas to doing research and planning how the task is to be completed that prevent a feeling of being overwhelmed in the face of a task. Keeping to the deadline calendar helps to prevent pressure of time leading to wrong decisions or seeking illicit help. Finally, there are formatting workshops and information on citing and referencing at the assignment stage.

Salem teachers play a key role in developing a culture of academic integrity and in ascertaining the authenticity of each piece of work. Knowing their students very well indeed, teachers often note idiosyncrasies in students' work before a software will pick them up. Teachers monitor the creation of assignments very closely. Major work completed during the holidays without teacher monitoring is not accepted. Teachers will aim to guide any student to finding their own voice rather than using any software. In the event of a breach of academic integrity, they will document the actual malpractice to the Coordinators. They will continue to work with a student should an assignment have to be redone in part or completely, unless the decision is to assign the student to a different teacher.

Formal elements of preventing breaches of academic integrity include:

- signing the Academic Integrity Declaration
- Information sessions explaining the IB Academic Integrity Guidelines
- Communication the relevant sections of the Guidelines to parents and legal guardians in the key phase of assignment production
- Celebration of original, authentic work at every stage of learning in the school (examples include gallery walks, project portfolios, studio openings, the TOK exhibition as an event...)

## How does the practice of academic integrity break down into roles and responsibilities?

	Students	Teachers	Parents
Understanding the principle of Academic Integrity	Beyond signing the Academic Integrity Declaration, students must engage wholeheartedly with start-of-year workshops, formatting and citing sessions, EE and TOK sessions as well as interim reminder sessions devoted to explaining Academic Integrity	Teachers make the concept of academic integrity a constant in their teaching. Occasions beyond practice assignment and IA production are offered by e.g. critical source analysis	Parents must understand that becoming a Salem family excludes the use of private tutors to help with IA/EE production or any other means of 'helping' their child through solicited means
Acquiring and applying the necessary skills to work with integrity	Students must see the development of their research skills and how to be a responsible scholar as an integral part of their growth. Having to resort to dishonesty at the last minute can be avoided: Thorough research needs good time management and following the waypoints set out by the deadline calendar. Referencing becomes easier with practice. We also expect students to freely ask for help if stuck.	Teachers build skills practice into their lessons and workshops. Examples are: research strategies in EE workshops (including our librarian), referencing practice (including for us of AI), experimenting with AI in classroom projects and homework, critiquing each other's work constructively. Teachers encourage their students to be honest about difficulties and to ask for further help.	While doubtless interested in the work of their children and perhaps discussing themes and problems of an EE or an IA in the family context, parents must refrain from asking to read drafts or final work, and must gently rebut any demands to help in any way. Instead, they can positively relate the importance of integrity in their own professional and private spheres.
Key reactions to breaches of academic integrity (For specific steps and for reactions should there be <i>repeated</i> breaches of academic integrity, see below in bullet points and our flowchart)	The aim is to avoid any breach of academic dishonesty. But if one has fallen into the trap, there are two key principles. Firstly, to own up oneself. Secondly, to report any breach of academic dishonesty one happens to observe. It is not in the nature of Salem students to readily report on a fellow student, but the victims of any breach of academic integrity are the others in the academic community. A good Salem way would be to get the student who has committed a breach to reflect on what they are doing and own up themselves.	Teachers are best placed to detect a breach of academic integrity from their knowledge of their students' work and their individual ways of thinking and expressing themselves. Colleagues may also keep work samples for reference. Teachers document and communicate any breach to Coordination. In the event of a clear breach, a teacher will distinguish between the breach itself, which needs to be brought to IB Coordination to be followed up, and the student, who needs help to understand what has happened, how to avoid it in future, and how to craft a new, authentic piece.	Parents need to understand that in following up a breach of academic integrity, the ultimate aim is to maintain standards, to keep both the individual student and the learner community safe, to deal with the breach and end up with an authentic piece of work worth submitting. Parents' key responsibility is to encourage their student to accept the school's guidance, and we are very grateful for the strong support we have experienced from parents over the years.

## What steps will the school will take if academic dishonesty is detected?

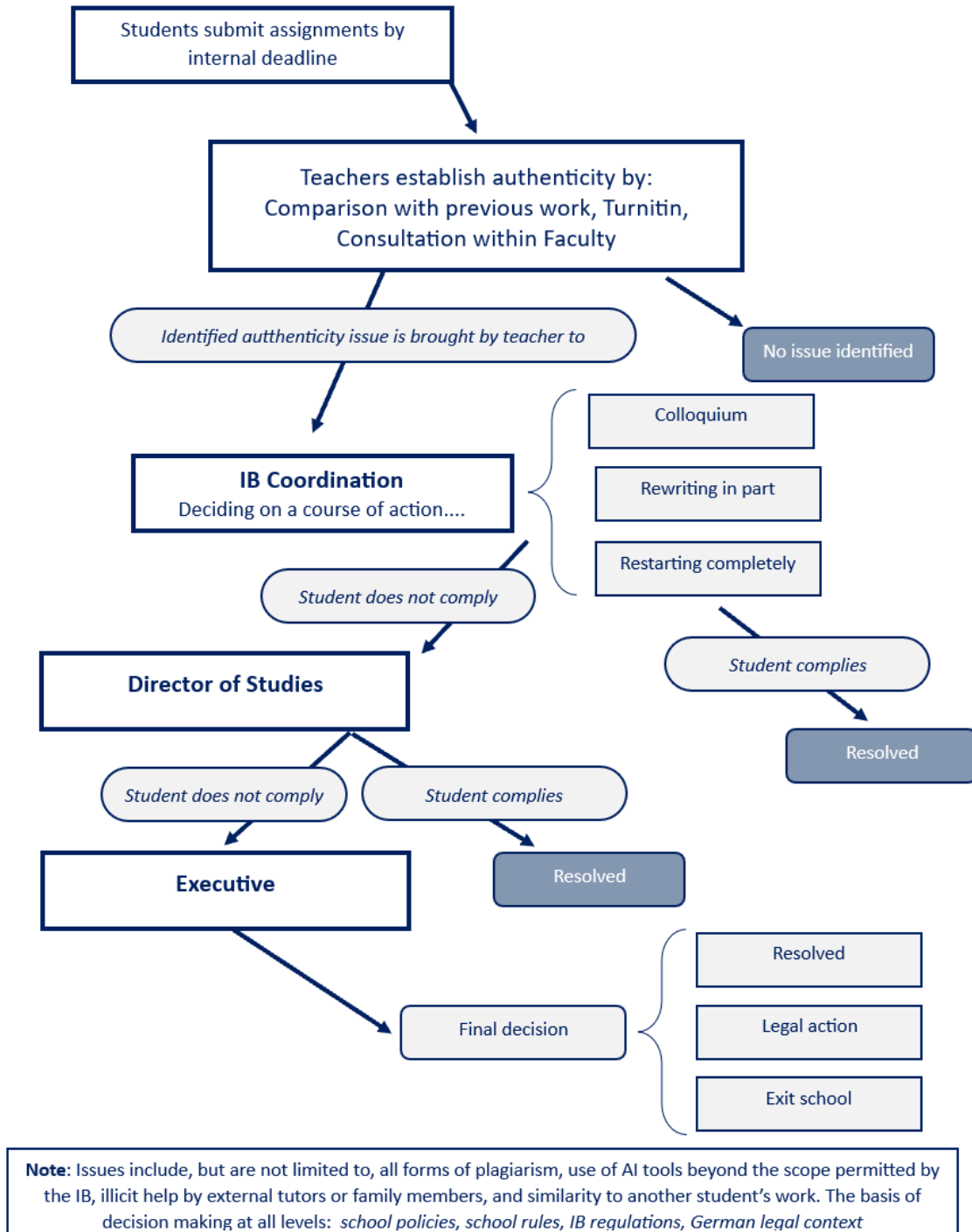
All students at Schule Schloss Salem are expected to observe academic integrity. We require each student to sign the Academic Integrity Student Declaration (attached) when joining the school. This declaration is reaffirmed by signing again early in DP IB1 .

Infringements of academic integrity at school level will be dealt with as explained below and in the flowchart *Assignment Authenticity Procedure* below. They reflect the escalation steps contained in the IB's sanctions for such infringements in exams or submitted assignments. These sanctions are set out in the IB Guide – Academic Integrity (IBO, 2019)

- 1.1. If a breach of academic honesty is detected through detection software such as Turnitin or through the teacher's thorough knowledge of the student's work in their subject, teachers are required to report the matter to the Year Level Team or, in College, to the respective system coordinator, who will determine a penalty appropriate to the severity of the breach, e.g. a reduction in the grade in case of minor infringements.
- 1.2. Where a substantial amount of the work is plagiarised or the student has attempted to gain a significant advantage through cheating, the teacher, and if appropriate the team, the coordinator and the Studienleitung, decide to what extent a grade can be given at all. In the case of a specific assignment or cheating in a class test or examination in the Abitur-Kursstufe or the IB, the regulations applicable to the respective system are in force. In the case of an assignment in the IB context, the assignment will have to be redone completely or in part.
- 1.3. When consulted, the Studienleitung may decide to send an official warning letter to the student and the student's parents. Further breaches of the Academic Integrity Policy are then likely to result in a cancellation of the student's contract with the school.
- 1.4. Any student office holder of Schule Schloss Salem who is found to have indulged in academic dishonesty may be dismissed from their office.

## Schule Schloss Salem

IB Diploma Programme – Assignment Authenticity Procedure



*Policy to be updated annually by the Director of Studies' Team for the subsequent session.*

**Schule Schloss Salem  
Academic Integrity Declaration  
for the IB Diploma cohort of May 26**

**Name:** \_\_\_\_\_

I acknowledge that I have read and understood the Academic Honesty Policy of Schule Schloss Salem and the IB Guide to Academic Integrity (IBO, 2019). I hereby declare that I will respect and observe it.

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_